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ABSTRACT

Part of a course designed to acquaint high school students with basic information concerning careers in public service, this teacher's manual is one of nine (each with accompanying student guide) which constitute a course entitled "Orientation to Public Service." Focus in the units covered by the manual is on rural, urban, and community development, one of eight major public service occupational groups covered in the course. Contents of the student guide are included: readings and related activities on the field in general, the job families within it (community action, planning, building and zoning, and land acquisition), and the worker qualifications and employment outlook for each. Additional teacher's pages are inserted for each unit. These contain lists of materials needed, purpose of the unit activities, notes on guidance, and suggested modifications or extensions of activities in the student guide. Answers to student self-check activities and other exercises are provided in the final section. (The accompanying student guide is CE 013 671. The total course is the first of a series of three developed as a comprehensive approach to vocational skill development in public service for Georgia high schools. Also available is a guide for the whole four-quarter program, Applied Program of Public Service, CE 013 652.) (JT)

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ED145281

Rural, Urban, and Community Development

A Major Occupational Group in the Public Service Cluster

TEACHERS MANUAL

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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- Introduction
- Job Families
- Employment Outlook

A Unit in the Public Services Cluster
Applied Program of Public Service
Gwinnett County Schools
Franklin Lewis, Principal, Project Director
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In addition, the following people and organizations directly contributed to the development of these materials.

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FOREWORD

This "Orientation to Public Service" series is one of a set of nine student centered books designed to acquaint high school students with basic information concerning careers in public service. Each book addresses itself to either a major occupational group in public service or an important supplemental area of study necessary to the understanding of public service. In addition to the student centered materials found in this book, a teacher's guide outlining how this book can be used in a course setting has been developed for the potential user.

The "Orientation to Public Service" course is the first in a series of three courses developed as a comprehensive approach to vocational skill development in Public Service for Georgia High Schools. While materials in this course are valuable to the student without benefit of the remaining two courses in the series, a student would normally enroll in "Preparing for Public Service" and the "Public Service Community Skill Development Program" subsequent to the Orientation course.

As with all curriculum materials and guides, the information contained here is a beginning point. In order for this course to effectively meet the needs of each individual student, the user must adapt to local and individual student needs. As such, I make a strong recommendation that extensive use of the curriculum guides be used with the materials. Included in these guides is a wide range of suggestions for helping these materials meet the local classroom teacher's needs.

This material was prepared by the "Applied Program of Public Service" under a direct grant to Gwinnett County Schools from the Georgia State Department Office for Adult and Vocational Education (OAVE). OAVE is presently under the direction of Dr. Russell Clark, Assistant Superintendent for Adult and Vocational Education Programs.

In the development of these materials special consideration should go to Mrs. Melinda Skiles. Her tireless efforts in evaluating these materials for their useability by the classroom student, have been invaluable.

Daniel L. Cowart
Project Coordinator and Operations Director

OVERVIEW

This booklet contains several units of reading and related activities. The reading details some specific aspects of the major occupational groups. The activities have been designed to provide the student with opportunities to further explore the objectives of the reading. The activities vary in length and complexity.

Before any student begins work in a booklet, the teacher should become thoroughly familiar with the contents. Some activities may take several days to complete. The teacher should help the student budget his or her time accordingly. Some activities may call for a resource person, a field trip or an on-site interview. The teacher will need to be aware of these activities and schedule for them early enough so that the student can complete the activities within the suggested time frame as outlined in the Implementation Guide.

The section orientation page (Where Am I Going? How Will I Get There? How Will I Know? . . .) is intended to serve as an organizer for the student. It should help focus the student's thinking and prepare him or her for the reading and activities to come. An orientation page appears for each section for all booklets in this series.

This booklet has been designed so that students can work on many of the activities independently with appropriate monitoring and guidance from the teacher. It is most important to remember, however, that these booklets are not workbooks and should not be passed out at the first of the period, worked in, and then collected to be checked later. No material or set of activities can replace the importance of a creative, enthusiastic and well prepared teacher. Teacher preparation is essential to effective and successful use of these booklets. Not only should all materials and resources be organized, but the teacher should be alert to supplemental materials available through newspaper stories, carefully chosen commercial games and books.

As a continuing activity for all MOG's, students can develop bulletin boards and other public relations type of displays for the classroom and the school. The classroom should reflect the activities of the students. Make liberal use of student photographs, brochures, and posters to display various aspects of careers in public service. As students see the involvement of their peers in these jobs, they will be encouraged to participate in the program. A useful technique borrowed from the elementary school is to set up learning centers around the room which give new students a chance to "sample" a MOG through an entertaining activity, photographs, brochures or even a taped discussion with a resource person. These learning centers should rotate and change as new information is brought in and as student

involvement in the careers changes. Planning, motivating, and monitoring are the keys to success in the Applied Program of Public Service.

For your information, answers to self-check activities and other activities which require specific answers have been provided in the last section of this booklet. It will be necessary to develop answer sheets for your file in order for students to have access to them.

RURAL, URBAN, AND COMMUNITY DEVELOPMENT

The introductory section to Rural, Urban and Community Development is a brief overview of the MOG. The two basic functions of planning and regulations are introduced. The planning function is described in some detail; however, you will probably need to review the terms, goals, research, plan, action, and evaluate as they relate to the planning function. The newspaper story of a community action worker is included to give students an understanding of the multi-faceted nature of one representative job title from this MOG.

Your local planning and development commission will send a packet of materials if you call and make a request for your class. These materials should be kept on the resource table so that students can see brochures describing land use studies and other functions of the jobs within this MOG.

RURAL, URBAN AND COMMUNITY DEVELOPMENT

Introduction

Planning is important to the growth and development of any community. Without planning, there will be problems in housing, traffic congestion, pollution, and public services.

WHERE AM I GOING?

By the time I complete this section, I will understand the basic function of Rural, Urban and Community Development.

HOW WILL I GET THERE?

1. Read the introductory section.

HOW WILL I KNOW . . .

I will complete the planning situation.

INTRODUCTION

Jobs in Rural, Urban, and Community Development involve planning and regulating facilities and land used by groups of people living together in communities.

A plan can be described simply as a direction for action. In order to develop a good plan for rural, urban or community development, planners must identify their goals (where they want to be), conduct research into ways to achieve goals, prepare a step by step plan, put the plan into action, and finally evaluate (did we reach our goal? How well?).

Whether you live in a rural community away from a city, or in an urban community like Atlanta, planning for community services and facilities is necessary to see that the people in the community have the services and facilities necessary for safe, healthy, and happy living. Without community development and planning there would be no water supply, no sewage system, no planned and connected road systems. Gas stations could be built next to homes, and there would be no place in the community for recreation or community business to be conducted.

There are four job families within rural, urban, and community development. The job families are:

1. Community action
2. Planning
3. Building and Zoning
4. Land Acquisition

The people whose careers fall within these job families have duties in such areas as chart and map preparations, land use studies, preparation of community relations material, planning of water and sewer lines, street and highway layouts, as well as deeding the best locations for schools, playgrounds, and community buildings. Persons employed in Rural, Urban, and Community Development might work for the state, local or federal government or for a private consulting firm.

The following article from the newspaper illustrates one of the many ways in which a community development worker might operate.

COMMUNITY DEVELOPMENT IS WORKING

By Cheryl Manning
Piedmont staff writer

It was a sunny January morning when Henry Hill got up and told his wife, "Ooh, it's warm today."

Laughing, Mrs. Hill recalled telling her husband, "Henry, it's 18 degrees outside."

The new insulation and central heating system put in their home as part of its "rehabilitation" through the city's Community Development program made the difference.

The Hills are one of several Nicholtown families whose homes have been brought up to standard through the program.

Leo Harris, now a 77-year-old widower, walked through the home he built himself in 1941. The housing rehabilitation grant he received is being used to level the floors, insulate his home and remodel his bathroom and kitchen.

"I was doing some work myself" on the house, Harris said, when he heard about the Community Development grants. "I just went in and put in for it. It was so simple and easy," he said, a not of amazement in his voice.

A woman, in her 70's and blind, sat in her favorite living room chair and talked about the improvement in her home. A $5,000 rehabilitation grant – the maximum provided under the program – wasn't enough to do everything her wood-frame house needs.

Even so, "I think it's just wonderful," she said. "It's something I could never have done."

Mike Craven, rehabilitation coordinator for the Community Development Division, said $10,000 could have been spent on her house. The renovation did provide a new bathroom, freshly painted interior walls, new floors and new exterior siding.

Over a three-year period, the city has allocated almost $1 million from its Community Development funding for Nicholtown, one of the program's "target" neighborhoods.

The community will get:

– $304,000 in loans and grants to bring homes like Harris' and the Hills' up to minimum standards:

– $219,000 for construction of the new neighborhood center almost finished on Nicholtown Road;

– $412,000 for public improvements such as widening Nicholtown Road, Rebecca Street and Alameda Street, the community's main thoroughfare;

– $4,500 for restoring a historic old cemetery;

– $36,000 for a housing counseling program which the Greenville Urban League will begin later this year.

The premise of rehabilitation "is to go into neighborhoods starting to decline and stop that decline, by whatever means possible," Craven said.

The Community Development Division has a team of four housing inspectors who check homes for housing code violations. Since there are 700 homes in Nicholtown, the community has been divided into smaller areas for inspection purposes."

The inspectors practically "live there," Craven said. "They're there every day, inspecting every house in their areas."

Residents often tell inspectors they can't afford to fix violations, but Craven has an answer for that. "Let us help you."

The program provides loans and grants, based on income and the value of the house, to pay for rehabilitation. The maximum low-interest loan is $10,000, while the maximum grant is $5,000. In some cases, a homeowner is eligible for a combination of the two.

The work is done by private contractors who submit competitive bids for the jobs. Community Development officials handle the contracts, do the mortgage work and supervise the actual construction. The work is usually completed about 60 days after the application was submitted.

Most of the grants made so far have gone to persons over age 70. "Some people tell me, 'you're just giving money away, throwing it down a rat-hole,'" Craven said.

"I've been in houses where elderly persons live. You could feed the chickens through the floor and watch the sun come up through the walls," he said.

"We can spend $5,000 to make the house warm, comfortable and sanitary, keep that person in his home and paying taxes on it. Or we can say it's not worth fixing, go to court and relocate the people to become wards of the government somewhere. That costs a lot more than $5,000."

(continued from page 3)

Another plys for the neighborhood is the fact that housing in inspectors are trained to recognize human needs as well as code violations, Craven said.

The inspectors have one of the few city jobs that actually allows them to walk into homes. If they recognize a problem, whether it's a need for Meals on Wheels, food stamps or drug abuse counseling, they can suggest the appropriate agency for the resident to contact or refer the situation to one of the city's social service aides.

Nicholtown residents will get special help with their problems when the Greenville Urban League's Housing Counseling program gets under way. The program, funded through a $36,000 Community Development contract, will operate in conjunction with the rehabilitation program.

Families will be counseled in financial planning, budgeting and home maintenance. The counseling program will try to build community pride through improving its appearance.

Alreaay, Craven said, 28 loan and grant projects have been completed in Nicholtown and three other rehabilitiation neighborhoods — Hampton Pinckney, Otis Wilkins and Sheraood-Camperdown. Another 240 housing rehabilitation projects are in various stages of completion.

A fifth neighborhood, Watts, will be added to the loan and grant program this year.

Nicholtown, the largest project, was begun last October and is expected to take two or three years.

Rehabilitation works because the people in the communities make it work, Craven said. "If these people don't want this, it's a failure. We say, 'we have these inspections, loans and grants, but we've got to have your cooperation. We can fix up your property and clean up the trash around it.'"

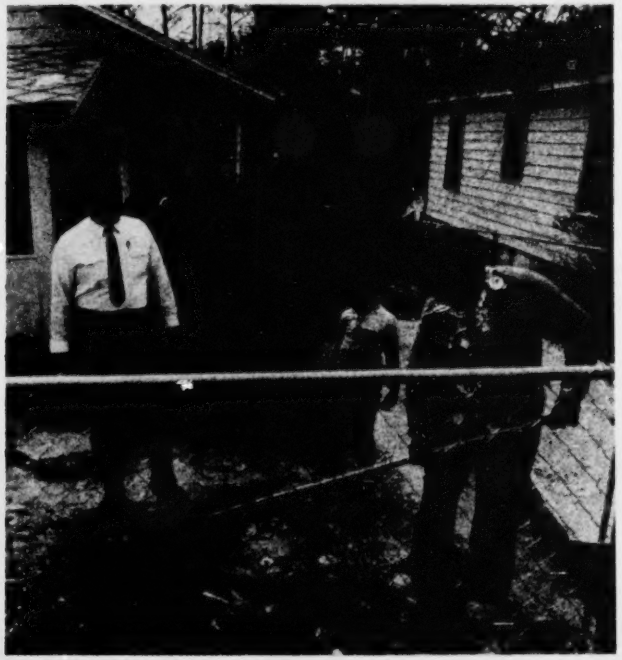
Richard Copeland is chairman of the Nicholtown Neighborhood Association, which was formed to serve as a link between the city and the community. The association has 24 elected representatives from throughout the community.

"If people in the said areas have problems pertaining to the streets or anything else that comes under redevelopment, we act as a spokesman to the council or the Community Development Task Force," Copeland said.

"We're not a pressure group," he added. "Our intention is to act as a go-between, and to try to get funds allocated to what we consider first priority.

When the project started, the lifelong Nicholtown resident said, "I think it sort of bothered us that someone from another community was so concerned about area — and we're not concerned outselves. That motivated us to the effort to try to assist."

Copeland, a Southside High school teacher, said the city's plans for the community met with "a little opposition and perhaps a little skepticism at first, but I think this was a lack of communication."



SUGGESTIONS FOR THE TEACHER

Activity 1 - p. 5	
Materials The only materials required for this activity are the first reading section, the activity pages and reproduced copies of the information to be filled out.	**Purpose** Students completing this activity demonstrate familiarity with some terms used by planners in community development.
Guidance Students will not be able to find exact answers to the information requested about planning. While there are evaluation criteria given, you should be sure to read each student answer and give credit for responses which are reasonable and thoughtful. Make sure that the terms goal, research, evaluation and plan are understood. It might be well to work through a simple plan with the students. You might plan the reorganization and decoration of the classroom and state goals and needed research which are a first step and an evaluation step.	**Modifications or Extensions** 1. Conduct this activity as a small group discussion which culminates in a group response to the planning questions.

Activity 1 **Do not write on this form.**

Objective: I will review the basic steps involved in community planning.

Materials: This activity sheet.

ACTIVITY

1. Read the following brief situation and then fill in the information requested below. Use your own ideas as well as the information from pages 1 and 2.

   a. The planner's goal (where he wants to be) is _____

   _____

   b. The p[illegible]need to research (find out about) the following areas. _____

   _____

   c. A first step of th[illegible]an might be to _____

   _____

   d. To find out how well the plan worked, (evaluation), the community planner might _____

   _____

   e. Why is a plan sometimes called a direction for action? _____

   _____

Situation:

The county is located near a large city, and is considered part of a metropolitan area. Even though population growth has been rapid over the past few years, most of the residents work in the near-by city. Industry in the county has consisted of farming, timber harvesting and textile manufacture.

The Chamber of Commerce would like to see new industry move to the area. They want manufacturing plants that will offer higher paid jobs, but know that means skilled workers will be needed.

Some civic leaders and environmental groups are concerned that "dirty" industries might move in and pollute the air and water.

The county commissioners want the taxes new industries would pay, but they don't know how much the services (fire and police protection, etc.) will cost. They don't want to pay more than the new industry would be worth.

A few industries have considered locating plants here before. They wanted to know about water supplies, pollution standards, tax rates and tax incentives, transportation, the quality of local schools, energy sources and rates, labor-supply, and the local attitudes toward unions.

Regional planners and the metropolitan planner have discussed, at one time or another, the possibility of locating an airport in the county. There also has been discussion about an Interstate Highway by-pass cutting through the area.

The mayors of several of the towns in the county have asked to have parts of their towns included in any industrial development plan. Each one seems to have a different idea of where industrial parks should be located.

2. Robert Barnes is employed by the county planning commission. He has been asked by the county commissioners to come up with a way to develop open land around the city so that industries will move to the area. Industries are needed to provide jobs for the citizens and tax monies for the county.

To help you get started, ask yourself these questions:

1. Who owns the open land?
2. What homes, shops, churches, schools, etc., are located there?
3. How can water, electricity and gas be provided?
4. What about police and fire protection?
5. What changes in schools, roads, etc., are needed?

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RURAL, URBAN AND COMMUNITY DEVELOPMENT

Job Families

One specific representative job title in each job family is discussed in this section. A subsequent activity will give students a chance to look at a number of other job titles. The qualifications for employment in each job title are reivewed. It is a characteristic of this MOG that college degrees and experience are requirements for a majority of the professional level jobs. There are positions available for high school students and/or junior college students with drafting skills. These jobs may be as a planning aide or a draftsman. Clerical support personnel necessary for the efficient operation of any agency are part of another career cluster.

RURAL, URBAN, AND COMMUNITY DEVELOPMENT

Job Families

America will continue to grow! Even if the birth rate remains low, there will be about 50 million more Americans in the year 2000 than there were in 1970. The workers in the job families of Rural, Urban, and Community Development plan for the future growth of America.

WHERE AM I GOING?

By the time I complete this section, I will have some knowledge of one job title within each job family of Rural, Urban and Community Development.

HOW WILL I GET THERE?

1. Read the section on Job Families.
2. Identify job titles.
3. Review job titles and job functions and job requirements.

HOW WILL I KNOW . . .

I will complete the self-check section.

I will complete the recognition activity.

I will prepare and play a review game.

JOB FAMILIES

COMMUNITY ACTION JOB FAMILY

A community action worker might be the Director of Community Development. It would be his/her job to plan for and see that community development programs are carried out. Suppose your community were expanding the city limits and needed to supply water and sewage services to the new area. If you were the Director of Community Development you would work with others involved in community development to see that the policies, procedures, and plans of the expansion project were correctly carried out. You would be responsible for coordinating the activities of other people so that the people living in the community received the services being paid for by community taxes and other fees.

Worker Qualifications

To do this job well you will need to have some knowledge of drafting and clerical skills. You should be a college graduate and have experience in community development. Your undergraduate college degree would probably be in city planning, architecture, engineering, or public administration. If you plan to become a professional community action worker, a masters degree is desirable.

PLANNING JOB FAMILY

If you think planning might be the job for you lets look at the duties of the Urban Planner. Urban Planners are also called regional or community planners. As an Urban Planner you would be concerned with the future of the community as it grows in population; as its economic conditions change; or as parts of the community change from residential to business areas. You would need to project and predict future conditions, to do this you, as an Urban Planner, would know how to study the community and prepare reports on ways to use undeveloped land, and to design highway systems and other facilities necessary for a changing community. You would also be able to plan how to carry out these programs and show how much they will cost.

A good Urban Planner examines community facilities, such as health clinics and schools, to be sure that these facilities can serve all the people needing services. A good Urban Planner must know the law concerning land development and building codes. Urban Planners have important and responsible jobs which require knowledge of present and future community conditions so that the quality of community life can remain good for the citizens of the community.

Worker Qualifications

To be an effective Urban Planner, you should have a knowledge of drafting, graphics and design, and should be able to visualize and illustrate plans through model-making. A Masters degree in Urban Planning is usually desirable. Employers often look for workers who have had training beyond the masters or the equivalent in work experience. If your undergraduate college degree is in architecture, city planning or engineering, you may qualify for some beginning positions in Urban Planning. In addition to education and experience, a good Urban Planner must be able to cooperate with and plan with others. This personal attribute is important if the goals of community development are to be achieved.

BUILDING AND ZONING

If Building and Zoning interest you, your job title might be that of Zoning Officer. Your work would involve inspections, review and interpretation of zoning ordinances. You might work with the Urban Planner in making sure that the community rules and regulations were part of any planning for future development.

In your job as Zoning Officer you would answer questions from the people in the community concerning zoning regulations. Suppose a real estate company wanted to build an apartment complex in a residential district. It would be your job to explain County laws and development policies. You might work with the rezoning application from the apartment developer. Assuming that the partment complex is built, you would inspect the newly completed buildings, check off street parking facilities and make sure that the building conforms to the approved plans.

Worker Qualifications

To become a Zoning Officer you need four years of college with a major in planning, business or public administration or engineering. You should have some experience in zoning administration. You should know how to prepare and use maps and should know about drafting. You can pick up additional on-the-job training but for a professional zoning officer five or more years experience is desired in housing, construction, architecture, or engineering.

LAND ACQUISITION JOB FAMILY

The Land Agent a professional worker in this job family. The Land Agent determines and enforces policies of land acquisition. Whenever there is a need to acquire land necessary for community development, the Land Agent directs the legal work involved in obtaining land. The land agent also directs the sale or lease of community land. The Land Agent plans, organizes and directs the work of the City Land Department. The Land Agent is reponsible for buying and selling land and managing property owned by a community.

To become a Land Agent you should have a bachelor's degree in business administration and ten years of progressively responsible experience in real estate appraisal and related fields. You should have skills in drafting, mechanics and surveying.

Worker Qualifications

The jobs presented above represent middle to upper level professional and administrative jobs. There are positions available to high school graduates with basic training in drafting and with clerical skills. Experience in housing, construction and areas of community involvement will be of help in beginning a job in Rural, Urban, and Community Planning. This is an expanding MOG due to rapid growth patterns and population shifts. The services of draftsmen, clerks, accountants and aides are necessary to support the jobs families of Rural, Urban, and Community Development.

SUGGESTIONS FOR THE TEACHER

Activity 1 - p. 11

Materials

You will need to have copies of the self-check available for student use. Also, the answer sheet should be kept in a readily accessible place.

Purpose

Students complete this self-check in order to check their knowledge of job titles.

Guidance

This is an easily completed activity. Students need only match the job descriptions phrase on the left with the job title on the right. Students can match by drawing a line from a job description to its correct job title.

Modifications or Extensions

1. Play in a small group setting as "Who am I?"
2. Tape the job description phrase and give three job title choices as in a multiple choice question. Student chooses correct response and repeats it onto tape.

Activity 1

Do not write on this form.

Objective: I will complete this self-check activity in order to check my understanding of the reading.

Materials: This activity page.

ACTIVITY

Steps or Procedures:

Match the description on the right with the job title or job family on the left.

1. Carries out community development programs
2. Job family of the Urban Planner
3. Inspects, reviews and interprets zoning ordinances
4. Job family of Land Agent
5. Job family of the Director of Community Development
6. Studies the community and prepares land use, transportation, and reports of other community facilities
7. Job family of Zoning Officer
8. Determines and enforces policies of land acquisition

Commissioner
Land Agent
Community Action
Urban Planner
Community Agent
Director of Community Development
Building and Zoning
Land Acquisition
Inspector
Planning
Zoning Officer
Rural Developer

Activity 2

Do not write on this form.

Objective: I will recognize job titles in Rural, Urban, and Community Development.

Materials: This activity sheet

ACTIVITY

1. In the work game below, circle all words you can find which are names of the 4 job families of Rural, Urban, and Community Development. Then circle all words which are names or parts of names of specific job titles in Rural, Urban, and Community Development.
2. Check your answers with the key on the answer sheet. If a word is circled which you do not recognize as belonging to a specific job or job family review the reading and find the word before going on to the next.

P	L	A	N	N	E	R	B	R	U	S	L	M	P	N
A	A	X	R	Z	J	U	G	Q	O	R	D	C	O	S
X	N	Y	M	O	K	R	M	H	G	C	K	V	F	W
Y	D	U	P	N	W	A	C	T	I	O	N	F	F	T
P	Y	R	F	I	I	L	A	G	E	N	T	Z	I	P
N	K	D	R	N	Q	M	J	G	W	M	E	I	C	A
M	J	L	P	G	B	U	I	L	D	I	N	G	E	H
F	C	O	M	M	U	N	I	T	Y	L	C	D	R	Z

How will I know I've done it correctly? . . . I will check my answers with the answer sheet.

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SUGGESTIONS FOR THE TEACHER

Activity 2 - p. 12	
Materials Be sure to have enough copies of this activity available for student use. The answer sheet should be available for students to check their work.	**Purpose** This activity is a review of job titles in this MOG. It provides an entertaining means of review and reinforcement.
Guidance Students should be able to complete this activity with little or no help.	**Modifications or Extensions** 1. Some students may wish to construct a similar puzzle in which words may read on the diagonal and backward as well as left to right. They should add additional words from the MOG. 2. Omit this activity if students experience serious visual and/or reading difficulty. It should be noted, however, that activities of this sort are recommended for certain types of visual perception and visual tracking disabilities. A student proficient in these areas could help a fellow student experiencing difficulty.

SUGGESTIONS FOR THE TEACHER

Activity 3 - p. 13	
Materials In order to construct this game, students will need a good supply of 3 x 5 cards. The instructions are specified on this activity page. The information required for the 3 x 5 cards is contained within the MOG packet.	**Purpose** The construction and play of this game provides an excellent means of reviewing the reading in this MOG.
Guidance While there is nothing in this activity that high school students cannot complete, you will probably need to monitor their activity. Review the job description cards and job family cards for accuracy.	**Modifications or Extensions** None suggested. Students will probably devise their own modifications as they play.

Activity 3 **Do not write on this form.**

Objective: I will prepare and play a card game to review the things I have read in Rural, Urban, and Community Development.

Materials: This activity page, 3x5 cards, the prior reading sections.

ACTIVITY

Steps or Procedures:

1. Prepare 20 cards with the name of a job family on each. You will have fice cards labeled Planning, five cards labeled Zoning and Building, five cards labeled Community Action, and five cards labeled Land Acquisition.

2. Prepare twenty cards, each of which will have a one-line description of a duty of worker in one of the job families. You may use a description on more than one card to make twenty cards.

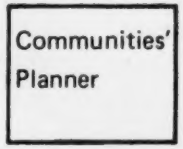
3. The game is played like "Slap Jack".
4. You will need three or more players, one player is the dealer.
5. The dealer gives each player five cards.

6. The remaining cards are dealt out on the table one at a time. The other players try and "slap" one of the dealt cards with one of the cards in their hand.

7. The object is to match Job Families with Job Description.

8. For example, if the dealer lays down a card like this

, any player may "slap" it with a card like these:



or other descriptions.

9. If the "slap" is correct, the player gets to keep all the cards on the table.

10. If it is an incorrect "slap", you must give up one card to each person playing.

11. This game can also be played with "concentration" rules. Add three "wild" cards and three "zonk" cards to make the game more fun. "Wild" cards match anything and "zon" cards are penalty cards.

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RURAL, URBAN, AND COMMUNITY DEVELOPMENT

Employment Outlook

The continuing need for workers in Rural, Urban, and Community Development is an important aspect of this section of reading. Population growth and environmental concerns coupled with shortages and technological developments combine to make this a particularly fruitful area for employment. Students electing to continue study of this MOG through on-site placement will have a chance, through completion of the activities, to experience some basic functions of the job and hopefully gain an understanding of the nature of the job as well.

RURAL, URBAN, AND COMMUNITY DEVELOPMENT

Employment Outlook

Continued growth of our country coupled with the new problems of our age (energy shortage, pollution, scarcity of raw materials) means that workers in Rural, Urban, and Community Development must anticipate (look forward to) and plan for the future. Workers will continue to be hired to manage and carry out the plans.

WHERE AM I GOING?

By the time I complete this section I will have a basic understanding of employment needs and employment duties in Rural, Urban, and Community Development.

HOW WILL I GET THERE?

1. Read the section on employment outlook.
2. Find out some basic things about jobs.
3. Engage in some actual work experience in Rural, Urban, and Community Development.

HOW WILL I KNOW . . .

I will research some job titles.

I will interview a member of the planning commission.

I will plan a community park.

EMPLOYMENT OUTLOOK

Employment prospects in the Major Occupational Groups of Rural, Urban, and Community Development are based on need. A need in this area can be thought of as a lack of skilled people necessary to do certain jobs useful to community development. A need for jobs grows as 1) more people leave the job filed that can be replaced and 2) the number of jobs in a field increases faster than personnel can be trained to fill them.

When we were looking at qualifications for workers in Rural, Urban, and Community Development we saw that many jobs in Rural, Urban, and Community Development require a minimum of four years of college education. If more people are needed to fill jobs in this area, it will take a number of years to train these persons. In addition, the need for planning aides, clerks and other support personnel will increase. Employment prospects in this MOG will be good for many years to come.

Population Shifts and Community Planning

At the turn of the century, half of all americans lived on farms or in small villages. Today seven or every ten persons live in metropolitan areas. A metropolitan area is a city of 50,000 or more and the counties surrounding the city. Between 1960 and 1970 the metropolitan population of the United States grew by 23 per cent.

If you flew over a metropolitan area, it might appear that there was some major plan for the surrounding land development. Unfortunately, this is rarely the case. The suburbs grew up without planning and the results are often traffic congestion, pollution, shortage of recreation space, and inadequate water and sewage facilities.

If the problems seem difficult now, the future will be even more challenging. By the year 2000, our population will have grown to somewhere between 271 million and 322 million. Our current population is now more than 210 million. By the year 2000, 85 per cent of the population will be living in metropolitan areas.

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As the population shifts from rural to urban, and urban (inner city) to suburban, certain problems are created. The growth of the suburbs has taken the more affluent, or wealthy population away from the city. Stores and businesses have followed the people to the suburbs, taking jobs with them. Those left behind are often the poor, the unskilled workers, and those people unable to provide for their families. The city is required to assume a major responsibility for these persons; but as a result of business and industry leaving cities, there are fewer tax dollars for services.

Many small towns and rural areas have lost people. Nearly half of the 3,000 counties in the United States have lost population. These counties have been left with a concentration of old people who need service, yet whose incomes are low. As the communities shrink, they lose tax dollars needed to pay for services.

Current immigration laws allow nearly 40,000 immigrants to enter the United States each year. This is a large addition to the American population. As the immigrant families grow, it will cause the total U. S. population to increase by one fourth by the year 2000.

As the population grows there is a greater and greater demand on our natural resources. Even if our population stays the same, the rate at which we use up natural resources increases.

You can see from the above information that our growing and increasingly advanced society requires workers in rural, urban and community development. Without planning, problems of community development will become so severe that the quality of life in America will decline. Services will disappear and only the very wealthy will be provided for. Rural, Urban, and Community Development is a challenging, important, and much needed MOG. Jobs are available now and will be in the future.

Activity 1

Do not write on this form.

Objective: I will list job titles and categorize them in order to find out some things about jobs in Rural, Urban, and Community Development.

Materials: This MOG Packet, D.O.T., and Encyclopedia of Careers.

ACTIVITY

Steps or Procedures:

1. See how many job titles you can find in Rural, Urban, and Community Development. Write them on the spaces below.

2. Now group the job titles according to job families.

Community Action	Planning Land Acquisition	Building and Zoning

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SUGGESTIONS FOR THE TEACHER

Activity 1 - p. 18	
Materials You will need to have the D.O.T. and the Encyclopedia of Careers available for student use. Additional information will come from the MOG packet. Be sure to have copies of the activity available for student use.	**Purpose** This activity gives students an opportunity to look at some additional job titles in Rural, Urban, and Community Development. It also introduces some entry-level positions and deals with jobs common to more than one job family.
Guidance Students should be well able to work independently on this activity. The various sections of the activity are self-explanatory. Your guidance may be needed for question one. Students should be directed to search the resources books for job titles. They might also want to use Vocational Biographies, job cards and information from your local planning and development commission.	**Modifications or Extensions**

3. Which job titles appear in more than one job family?

_____ _____ _____
_____ _____ _____

4. Which job titles represent entry-level jobs? Remember, entry-level jobs are those which a person may enter from high school. An example of an entry-level job in Rural, Urban, and Community Planning is "planning aide".

_____ _____ _____
_____ _____ _____

5. List two job titles about which you are especially curious.

_____ _____

6. Find out a little more about each one using the Dictionary of Occupational Titles, Encyclopedia of Careers, this MOG packet and any other resources in the APPS library. Write six sentences describing each job.

_____
_____
_____
_____
_____
_____

Activity 2 **Do not write on this form.**

Objective: I will interview members of my local planning commission in order to find out something about employment qualifications in Rural, Urban, and Community Development.

Materials:

ACTIVITY

Steps or Procedures:

1. Look in your phone book in this section under your local county government (Gwinnett County of)
2. Find the listing for "Planning Commission".
3. Ask to speak with the director.
4. Explain that you are a student at _____ high school and are studying about Rural, Urban, and Community Development.
5. If you are able to visit, arrange an appointment with the director of the planning commission.
6. Explain that you want to find out about the kinds of jobs available to people interested in Rural, Urban, and Community Development and are interested in knowing about the training and educational requirements for the jobs.
7. If you cannot visit, you could ask the director of planning commission to visit your school and talk with you and the other students studying this MOG.
8. You will want to find out about jobs in the four job families within Rural, Urban, and Community Development (Community Action, Planning, Building and Zoning, and Land Acquisition).
9. Use the enclosed sample interview guide to help you find out about jobs in Rural, Urban, and Community Development.

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SUGGESTIONS FOR THE TEACHER

Activity 2 - p. 20

Materials

In order to complete this activity, students will need to have access to the telephone book and copies of the interview guide.

Purpose

By completing this activity, students will not only be able to gather additional information pertaining to this section, they will also gain additional practice in the important skill of interviewing.

Guidance

This is an activity for which you will need to make advance plans as well as monitor student progress. Before students call the Planning Commission, you should go through a simulated phone conversation with them. You should also simulate the interview, using the simulation session as a time to refine and add to the sample interview guide.

Early in the quarter you should contact the Planning Commission and fill them in on the purposes of your program. It is important not to wear out your welcome with the agency by overusing personnel. Small groups of no more than

Guidance - continued

three or four students should work together on this activity. As with any activity requiring out of school visits, only those students who have demonstrated maturity should be involved.

SAMPLE INTERVIEW GUIDE

Job Family

1. Do you hire persons with 4 year bachelors degrees? yes no
2. What job titles do they fill? _____
3. Which college or university courses of study would be most helpful? _____

   _____
4. What are the job functions and duties of these positions? (what kinds of work do these people do?) _____

   _____
5. Can a person advance without an advanced degree? How high can a person advance on the career ladder?

   _____
6. What jobs would high school graduates fill? _____

   _____
7. What skills should they possess? _____
8. What do they do? _____
9. What are the approximate beginning salary levels for the following persons:
   1) High school graduates with clerical and/or mechanical drawing skills. _____
   2) Persons with a bachelor's degree in engineering, drafting, urban planning or related fields. _____

      _____
   3) Persons holding advanced degrees in the above areas. _____
10. How important is on-the-job experience in determining position and salary? _____

    _____

Activity 3

Do not write on this form.

Objective: I will review my knowledge of planning by completing a plan for a park.

Materials: This activity page - your imagination.

ACTIVITY

Steps or Procedures:

In this activity, you will have a chance to use a few of the basic skills needed by workers in Rural, Urban, and Community Planning. You will need to work with someone involved in planning, such as the director of your county planning commission.

This activity is intended to be a culminating experience in which you actually experience something of what a job in Rural, Urban, and Community Development might be like. It will take several days to complete so be sure to plan your time with your teacher. This activity should be begun as you work on activity number 2. As a part of your interview of the director of the planning commission, you should arrange for a time to visit the offices of the planning commission.

Your task (job) for this activity is to come up with a simple, basic plan for a community park which is to be built on some open land in your community. You are to work with the people at the planning commission and make some decisions about:

a) The best location for a community park. How do you decide what are the critical factors (remember Decision Making!)?
b) How to obtain the land.
c) How to develop the land.
d) How to provide the necessary facilities (light, water, sewage).
e) How to design the park. Will there be picnic areas, a lake or pool, recreation, etc.?
f) The zoning regulations in your proposed area.

SUGGESTIONS FOR THE TEACHER

Activity 3 - p. 22

Materials

You will need to have developed resource files of persons for students to contact.

Purpose

The purpose of this activity is to confront the student with some of the basic choices associated with planning, one of the major areas of Rural, Urban, and Community Development.

Guidance

This is a culminating activity which is designed to have the student examine most of the problems which confront people in Rural, Urban and Community Development.

This is a difficult task which requires close guidance on the part of the teacher. Be careful to have the student understand the realistic but substantive levels of complexity in responding to each section.

Modifications or Extensions

1. Award contracts or bids to the best planned park.
2. Try to have some of the better plans entered into a competition such as a social studies fair.

Remember, this is a hypothetical situation, which means that it is not actual, just one that you are thinking about. It is like situations faced by planners.

How will I know I've done it correctly? . . . When you finish your plan for a community park, you should write three or four sentences describing how you planned for or found out about statements A through F above. Draw a simple sketch of the park. Be sure to include the area surrounding the park so anyone looking at your sketch will know if it is located in a rural, urban, or suburban community.

Rural, Urban and Community Development

Answer Key

Activity 1 - p.

A. The planner's goal is to locate an acceptable location for industrial growth.

B. The planner will need to find out about ownership of land, location of water supply, location of residential sections, availability of utilities, accessibility to major highways and railways. The planner will also research the possible problem of industrial pollution and congestion.

C. A first step of the plan might be to meet with all mayors and county commissioners affected and hear their concerns and wishes.

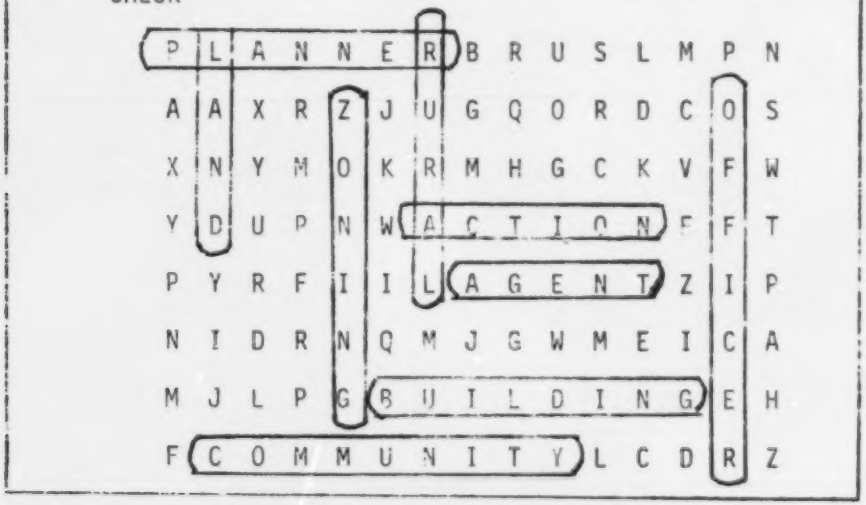
D. To find out how well the plan worked, the planner might report on the industries which have located in the area. The planner would report on all problems and successes surrounding industrial growth of the area. The planner would check to see how well, or if, each step of the plan was completed.

Activity 1 - p. 16

1. Director of Community Development
2. Planning
3. Zoning Officer
4. Land Acquisition
5. Community Action
6. Planning
7. Building and Zoning
8. Land Agent

Activity 2 - p. 12

CHECK


P L A N N E R B R U S L M P N
A A X R Z J U G Q O R D C O S
X N Y M O K R M H G C K V F W
Y D U P N W A C T I O N F F T
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